Education 2.5

Mark Hatch & Jon Moody
Messalonskee MS / HS
messalonskeehs@rsu18.org, #principalhatch
Blog: messalonskeehs@wordpress.com
Blog: messalonskeemiddle@wordpress.com

Customize Your Life

amazon

Customizing Today

- What do you want to get out of the presentation today?
- What questions do you have at this point?

The things we Steal from Children

Our Educational Future

- State Direction
- Reality in Classrooms
- Reality in Everyday Life
- Impact of Business (NESS Survey)
- Higher Education

RSU # 18 Student Performance Data

According to MEA/NECAP Data

On any given day in RSU #18 over 900 students district-wide, are not meeting the standard.

- *Is That Acceptable????*

Engaging Students, Strengthening Communities, Creating Global Leaders

Guiding Principles of Learning

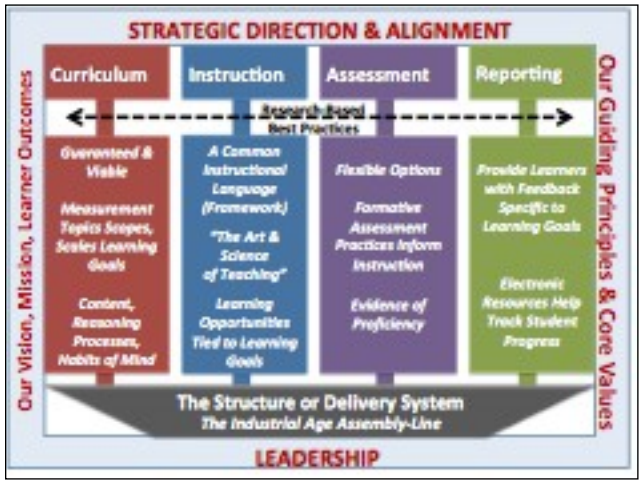
Our "assumptions about learners & learning" are grounded in research and guide our work with all learners.
Learners are individuals, children or adults, pursuing new knowledge.

Learners:

- learn in different ways and in different time frames.
- learn best in an environment that is welcoming, orderly, accepting, and safe.
- can learn, like to learn, and want to be successful in their learning.
- have unique interests that heighten motivation for learning.

Learning:

- and curiosity are basic human drives.
- styles differ, and learners demonstrate their intelligence in many different ways.
- is enhanced when connected to real world contexts and challenges.
- is enhanced when learners are encouraged to take risks, understanding that mistakes are inherent in the learning process.
- rates vary and prior knowledge is significant to learning new knowledge.
- is enhanced with frequent feedback specific to a learning goal.
- successes encourage future successes and influence esteem, attitude, and motivation.



Education in Maine

Past	Future
Time is the constant; learning is the variable.	Learning is the constant; time is the variable.

Grading

- You CAN NOT have a 100 point grading scale embedded within a Proficiency Based Customized Learning approach.

Grade the Test

- Items 1-10 (important but simpler content that was explicitly taught)
- Items 11-14 (ask for application of complex content that was explicitly taught, presented in similar situations to teaching)
- Items 15 & 16 (ask for application in novel situations that go beyond what was explicitly taught)

Score Sec. 1

Score Sec. 2

Score Sec. 3

Grade

What is proficiency?

Past	Future
*Students can pass a class with a D and earn credit.	* Students will need to demonstrate proficiency in order to earn credit.
*The teacher finished a unit when all the standards had been taught.	*The teacher may facilitate a number of standards in one unit. A student moves to new content when he/she is ready.
*Teacher pace was set by the "average" student.	*The understanding of each individual student sets the pace.

Meeting Standards

- If the purpose is learning...
- When?
- Where?
- How?
- Who?

Kids learn in different ways and in different time frames.

What does this mean for our classrooms?

Past	Present/Future
All students were assessed on the same day.	Students take an assessment when they are ready to demonstrate proficiency.
All students completed the same assignment or project.	Students select or design a project that means their learning style in order to demonstrate proficiency.

What does this mean for Structure???

- Grade Levels
- Collaboration
- Grouping & Regrouping

Common Educational Framework

(language of instruction)

- Art & Science of Teaching

Ten Questions Teachers Should
Ask During Planning
WHAT WILL I DO TO

1. Establish and communicate learning goals, track student progress, and celebrate success?
2. Help students effectively interact with the new knowledge?
3. Help students practice and deepen their understanding of new knowledge?
4. Help students generate and test hypotheses about new knowledge?
5. Engage students?

Ten Questions Teachers Should
Ask During Planning
WHAT WILL I DO TO

6. Establish or maintain classroom rules and procedures?

7. Recognize and acknowledge adherence to and lack of adherence to rules and procedures?

8. Establish and maintain effective relationships with students?

9. Communicate high expectations for all students?

10. Organize lessons into a coherent unit?

Student Choice and Voice

Students **choose** how to demonstrate their learning
(comic strip, poem, powerpoint, poster, brochure, demonstration)

And the expectation of voice & choice becomes ingrained...

Books to Stretch Your Thinking

Learning the Knowledge

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Terms, Details, Organizing Ideas	Skills, Processes
1. *Construct Meaning*	1. *Learn the steps*
2. *Organize*	2. *Shape and adapt*
3. *Store*	3. *Internalize – fluent & automatic*

Activities/Assignments or Learning Goals??

Add and subtract fractions

Understand the various components of culture.

Make a travel brochure for a region.

Use strong topic sentences in paragraphs

Understand the relationship between fractions and decimals

Write a report on Charles Dickens.

Write a book report.

Understand literal meaning of grade-level fictional materials

Design a menu that includes a balance of foods from the food pyramid.

Know the states and their capitals.

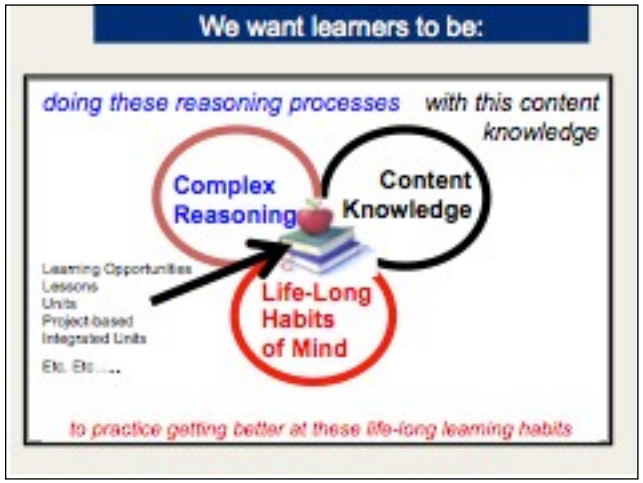
99

Mass Distributive Practice

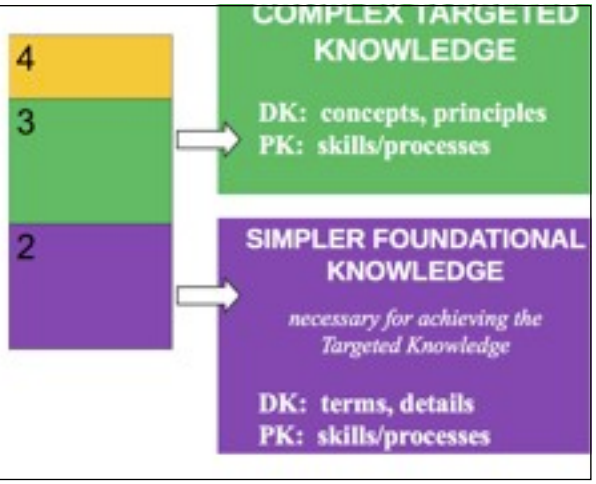
Time

Curriculum

- Complex Reasoning - Habits of Mind - Content Knowledge
- Proficiency Based Curriculum



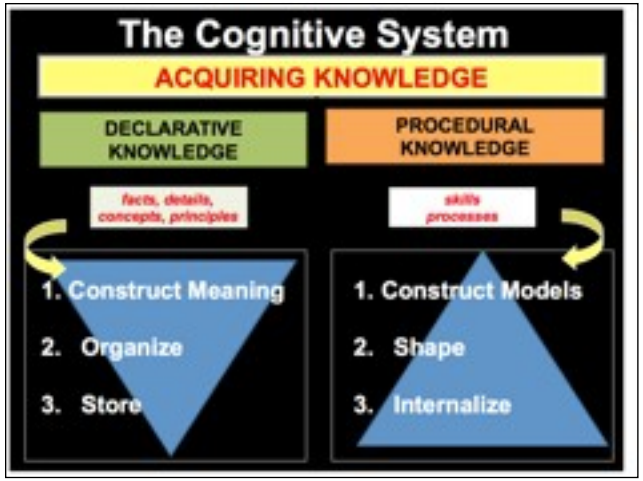
A Progression of Learning

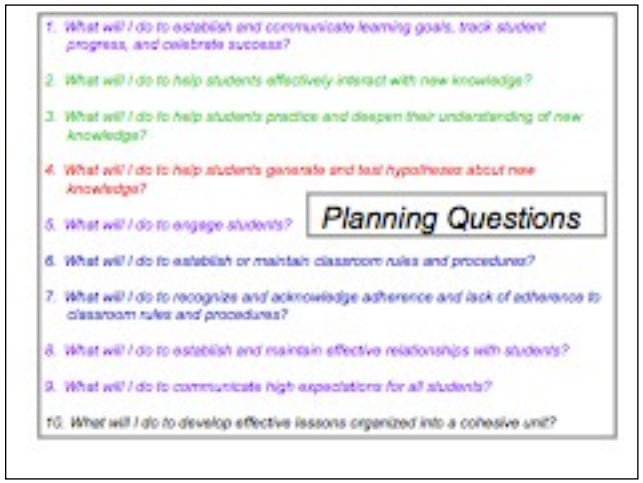


Things we talked about

- Set the burning platform! Build your vision!
- No longer acceptable to come out thinking you will be teaching only whole class lessons. In a customized learning environment that changes. WHY Wouldn't you do this?
- Growth v. Fixed Mindset

If we teach today as we taught yesterday, we rob our children of tomorrow.
~ John Dewey


The Cognitive System
ACQUIRING KNOWLEDGE
DECLARATIVE KNOWLEDGE
PROCEDURAL KNOWLEDGE
facts, details, concepts, principles
skills processes
1. Construct Meaning
2. Organize
3. Store
1. Construct Models
2. Shape
3. Internalize


1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
Planning Questions
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?